

DESIGNING DIYVLOG PROJECT TO ENCOURAGE STUDENTS TO SPEAK ENGLISH

Dewi Sartika, Urai Salam, Zainal Arifin

English Education Study Program, Languages and Arts Education Department,
Teacher Training and Education Faculty of Tanjungpura University Pontianak
Email : dewisartika7894@gmail.com

Abstract: The purposes of this research were to describe the needs of the eleventh grade students' of SMA Negeri 2 Pontianak to encourage them to speak English and design a product based the students' needs. This research used development research as the method, consisting of three phases; analyze, design, and develop. The analyze phase was done by analyzing the students' need and problem in learning speaking. The design and develop phases were done by considering the result of need analysis in analyze phase to create the product. The results of this research was an Instructional Design called DIYVLOG Project. This product provided several activities which would overcome the students' fear on making mistakes in speaking English, especially in pronunciation, word order, and meaning. There are Exploration, Creation, and Presentation. In addition, there was a validation phase, which was completed by the experts to know whether the product was acceptable or not. It was found that the product was acceptable for teaching and learning but still need some revision on several parts.

Keywords: *Instructional Design, Project Based Learning, Development Research*

Abstrak: Tujuan dari penelitian ini adalah untuk mendeskripsikan kebutuhan dari siswa kelas sebelas di SMA Negeri 2 Pontianak untuk mendorong mereka untuk berbicara dalam bahasa Inggris dan juga membuat produk berdasarkan kebutuhan siswa tersebut. Penelitian ini menggunakan penelitian pengembangan sebagai metodenya, yang terdiri dari 3 tahap; analisis, desain, dan pengembangan. Tahap analisis dilakukan dengan cara menganalisis kebutuhan dan masalah siswa dalam mempelajari keahlian berbicara. Tahap desain dan pengembangan dilakukan dengan mempertimbangkan hasil dari kebutuhan dalam tahap tersebut untuk membuat suatu produk. Hasil dari penelitian ini adalah sebuah produk desain instruksi yang disebut Proyek DIYVLOG. Produk ini menyediakan beberapa aktivitas yang dapat mengatasi ketakutan siswa dalam membuat kesalahan saat berbicara dalam bahasa Inggris, khususnya pada pengucapan, susunan kata, dan arti. Ada Eksplorasi, Kreasi, dan Presentasi. Aktivitas tersebut. Sebagai tambahan, ada tahap validasi yang dilakukan oleh seorang ahli untuk mengetahui apakah produk tersebut dapat diterima atau tidak. Disimpulkan bahwa produk tersebut dapat diterima untuk kegiatan mengajar dan belajar tapi masih membutuhkan perbaikan pada beberapa bagian.

Kata Kunci: *Desain Instruksi, Pembelajaran Berdasarkan Proyek, Penelitian Pengembangan*

Teaching English is quite challenging, especially when it comes to teach speaking skill to the EFL learners. Some teachers have been struggling with some difficulties through the teaching and learning process. For the EFL learners, English is a language which is not common for them. Therefore, the teacher needs to put extra efforts to teach English so the students will understand the subject. For example, it needs a lot of practice to get better in learning speaking, but in fact, in teaching learning process, there is a lack of practice of the students. It is because the opportunity to speak is limited in a large classroom. So, the teacher would not be able to handle so many students equally.

Another problem faced by the teacher is the individual problem of the students themselves. Students' main problem in learning speaking is their confidence. The lack of practice makes them not confident enough to speak English because they would be afraid of making mistakes while doing speaking. They might be afraid of making the wrong pronunciation in some words, or having wrong Grammar in their sentences. In addition, the materials or textbooks in the teaching and learning process have also important role. Unfortunately, they sometimes are not quite interesting, not helping much for the students, and only contains written exercises. All those things above only make the students lose motivation to learn, not paying attention to the subject and they are just going to end up on playing video games or being online on social media instead of doing homework or other projects.

Other difficulties which the learners have in learning English have been mentioned by many experts. Particularly, to encourage them to speak English is not an easy thing to do. For the teachers themselves, designing creative teaching materials or strategies to make the teaching and learning process more fun is also quite difficult.

For the problems mentioned above, there actually have been many effective ways and solutions to learn or teach English in a more creative way to make it more interesting. Internet provides many effective ways to teach learners. Talking about the internet, social media nowadays are very popular and happen to be one of the effective ways for learners and teachers to do the teaching and learning process. Davis (p. 1, 2014) writes in her article about a few guidelines on how to make social media become the resource of leaning process instead of a distraction. This is what the researcher wants to do, to help the EFL learners to improve their English with a little help from social media. EFL Learners need to know the way it is used by its native speakers. To get started, knowing the basics would be very good by using textbooks but what textbooks don't do is helping learners to understand how people use language in real settings. On the other hand, social media does it because most of social media are in English, so they basically can help the learners to study or to improve their English.

Teens nowadays love to use social media whenever they got the time. It is like a routine. So, to take advantage on this, the teachers can include social media to improve the way they teach, or even include them on the homework or projects, it depends on the problems of the students. The main problem in learning English is mostly on speaking. Learners are not confident to speak in English. They are afraid on making mistakes. To overcome those fears, teachers can use a social

media like Youtube. Starting only with using them as a resource of references or even making a channel, recording a video about reviewing books, movies, or just sharing the activities they did during the day.

Moreover, English as foreign language often only taught in schools and does not play an essential role in social life. In Spain, Brazil and Japan, for example, Spanish, Portuguese and Japanese are the normal medium of communication and instruction: the average citizen does not need English or any other foreign language to live his daily life or even for social or professional advancement (Broughton, 2003, p. 6). Just like in other countries that have been mentioned above, in Indonesia, English is a foreign language as well. It is taught in school but doesn't include in daily life. It is true that there are some people have been using it like in social media, but it simply for tiny bit of communication.

Despite of the use of it for social interaction, in English teaching learning process, teachers tend to teach the grammar rules or the structure of the sentences. Teachers asked the students to repeat sentences and recite memorized textbook dialogues. So, through the semester students only spend the time of their learning to repeat after the teacher, studying grammar rules, reciting dialogues and learning vocabulary (Nunan, 2003, p. 50). Unfortunately, in real life the conversations are not similar with the textbooks, so teachers need to find ways to teach speaking skill to students in order to make them able to speak the language in a more natural way.

In teaching English, teachers also need to give alternative technique to encourage students in learning, especially speaking in English. The teachers also need to be able to catch up with the new way of teaching in this era of globalization which could make the quality of their teaching better. They can use Multimedia for their teaching. Multimedia here refers to computer-based interactive applications that use the hardware, software and the internet, allowing people to share their ideas and information. It is a combination of text, graphics, animation, video and sound.

There are already many advantages of using Multimedia Technology in the teaching learning process. Pun already mentioned those advantages in her article; first is how it can motivates the students to learn English. As the purpose of this research, this proves that Multimedia Technology affect the process of learning English in term of motivation. Rana as cited in Pun (p. 31, 2013) also explained how human are visual beings that would always tends to affect judgment more through what we see, and that's when technology plays the important role to bring the visual aspect to the education.

Therefore, in this research the researcher tried to make an instructional design which will be used by the teacher later in the classroom to support Project Based Learning teaching method. It included some steps that will be done by the teacher and students. This instructional design is called DIYVLOG Project. DIYVLOG is the abbreviation of DIY and Vlog which also two of three products that will be produced by the students later after the teacher implement the scenario. The purpose of the project is to encourage the English learners to speak English. The writer believes that this instructional design will be able to help the

teacher and also the students in teaching learning process. This project will make sure that the students will be able to speak English more and have a lot of practices. It will also build the courage in students to speak English as much as they can without being afraid of making mistakes.

DIYVLOG Project was designed for the eleventh grade students of SMA Negeri 2 Pontianak based on Curriculum 2013 that is used by the school. It also allowed the students to use Technology during the activities. As it was already mentioned before, DIYVLG Project used Project Based Learning as the method of learning, which is suitable with the characteristic of Instructional Design. Branch (2009) listed on his book about the middle activities for the Instructional Design; (a) demonstrations, (b) role plays, (c) simulations, (d) discussions, (e) presentations, (f) case-based exercises, (g) project-based exercises, (h) games, (i) observation, (j) group question development, (k) peer teaching, (l) peer review.

Based on the list, Project Based Learning can be included in an Instructional Design. Project Based Learning is suitable for the students also because it is learner centered. The students would be able to create knowledge based on their experiences during the project, which will make them more confident with themselves.

DIYVLOG Project has three main steps which are also based on Branch's theory; Beginning activities, Middle Activities, and Ending Activities. In DIYVLOG Project, those are called Exploration, Creation, and Presentation. According to Branch, in the Beginning activities, they should begin with Motivational tasks (gain students' attention); Information about the expectations (clarify the objectives); Confirmation of the prerequisites (review knowledge and skills required to start this episode). In Exploration, the researcher included Brainstorming and Group Discussion to match the theory from Branch. In Brainstorming and Group Discussion, the students would be able to use phrases like they have already learned, such as expressing opinions, expressing agreement and disagreement, making a statement, and many more.

Next in Middle activities, they tend to facilitate the most interaction between the student, teacher, media, and content. The researcher included several activities in Creation (Middle Activities) which are Planning, Scenario Writing, Self-Learning, Drilling, Crafting and Creating Video. In middle activities the students requires to get impendence practice, which are surely given in Creation step of DIYVLOG Project. In the Creation step, the students would be able to use English more often, such as monologue about descriptive, recount, and procedure text.

The Ending activities would be Closure. According to Branch (2009, p. 87), closure helps the student connect the knowledge, skills, and procedures that were introduced during the episode. In DIYVLOG Project's ending activity, the researcher asked the students to report their videos in front of the classroom to get opinion and feedbacks from their friends and teacher.

METHOD

The researcher chose development research as the method to design the DIYVLOG project. Tools of collecting data includes interview guide and assessment rubric. One on one technique was applied in the interview with the participants consist of three eleventh grade students and an English teacher of SMAN 2 Pontianak. The interview was done at the library. To validate DIYVLOG project and to know whether the product is suitable to be used as an instructional design for teaching speaking or not, the researcher asked an expert to evaluate the product.

In analyzing the data of the interview, the researcher used Miles & Huberman's (1994) model of qualitative data analysis. But, because the researcher only did an interview, so there were only the data reduction, and conclusion. In data reduction, the researcher discarded some information from the answers of the interview. Such irrelevant information will not be included. After that, the researcher draw a conclusion to make the product. On the other hand, the data from the expert validation were analyzed in quantitative method. The researcher used Likert scale formula to measure the effectiveness of DIYVLOG Project for teaching and learning speaking skill.

This research used an ADDIE model as the process in conducting the research. According to Branch (2009), ADDIE is an acronym for *analyze, design, develop, implement, and evaluate* where it is appropriately used as a process of developing educational products and other learning resources. This research only used the first three phases; analysis, design, and develop with and addition of validate. The explanation of the first three processes of ADDIE is described below.

The purpose of the Analyze phase is to identify the probable causes for a performance gap. In this phase, the researcher interviewed the teacher and the students. It was used to find the information about students' condition, situation in in learning speaking skill and also the problem faced by the teacher while teaching speaking skill. By doing the analyzing phase, the researcher can decided what activity which is needed in teaching and learning speaking skill.

The purpose of designing phase is to verify the desired performances (Branch, 2009). In this phase, the researcher designed the first draft of the product based on students' needs in learning speaking skill. The researcher produced the design of the activity that can be helpful for the teachers and the students in teaching and learning process.

The third phase of ADDIE process is developing phase. The purpose of develop phase is to generate and validate the learning resources (Branch, 2009). In this phase, the researcher developed DIYVLOG Project based on the results in needs analysis. The development phase produced more detailed activities that should be done by the students.

Validation is an addition phase in order to complete this research. It is also to replace the missing two phases that should be in ADDIE approach. In this phase an expert validated the product and decided whether it was acceptable or not to be used for eleventh grade students of SMA Negeri 2 Pontianak for teaching speaking in English.

FINDINGS AND DISCUSSION

Findings

This research was conducted to design a product that could help the eleventh grade students of SMA Negeri 2 Pontianak. The analyzing phase was done by doing interview with the students and the teacher to get information about their needs in the teaching and learning process.

Moreover, from the interview, they also told the interviewer about their difficulties. Each students has different difficulty. One said that the pronunciation of some words are hard, another one has difficulty in provide the meaning of words, while the other one said the word order of English is confusing.

The interviewer also asked about the media that they use to support their learning of English language, and also about internet use. All the students use their gadgets (laptop and mobile phone) as the media of learning. They also use internet all the time in their gadgets. When they were asked what they often do in the internet, all of them answered they use it for chatting. Other things that they do are browsing for the homework/project from school, gaming, watching videos, listening to music. Even though they use internet all the time, they rarely watch videos on Youtube. One of them did say that she watch videos on Youtube but it's not in a daily basis. Therefore, they had no idea what DIY and Vlog are.

This research was conducted not only to help the students to speak English, but also to help teacher to get better at teaching by including technology in a teaching a learning process. Nowadays, technology has been developing from time to time. It influences the economy, social, and also education. Therefore, to get better in teaching, people especially teacher needs to embrace the development.

The interview that has been done by the researcher was aiming for the teacher and students. In the previous part, it already explained about the students. In this part, it will explain about the teacher experience in a teaching learning process. To get better, people need to do what needs to be fixed, so here, the interviewer asked the teacher about the classroom condition, students' behavior towards English, and also the method to teach English.

The teacher said that the teaching and learning process is going well and the students are enthusiastic, they are willing to learn at least the basic of English. The basic skills of English that the students need according to the teacher are, first the students need to learn how to speak English in a formal way, because that is what the students going to need when they work. Second is the need to write in a formal way. Because of those two things, then the teacher said that the students cannot depend only on their gadgets to learn. The teacher thought that the students were using informal English from online games and do not know how to use formal English.

Another thing from the teaching and learning process is the classroom condition. The teacher mentioned that the students are quite active to speak in English. But, they also have difficulties as well to form a sentence, because they knowledge of English words or grammar is limited and their effort to correct their mistake is only by using google translation. The teacher also explained that the difficulty in teaching English was the amount of students that is way too high. It is

difficult to handle all the students and give them equal attention/feedback to improve their basic English in a limited time (based on the curriculum used).

Apart from the difficulty, the teacher already gave an activity for the students to help them speak in English, such as like drilling. The drill is done with the students coming in front of the classroom one by one. It is because the teacher wants to know each student's ability of speaking English. That is one technique that the teacher used in the classroom.

Over all the techniques and method of teaching, the teacher also mentioned about Project Based Learning. One time, the teacher asked to make a scrapbook/clipping about descriptive text. But, the teacher have not asked the students to make video as the product of the project. It is because the school cannot support the material needed.

Based on the problem that have been found from the interview section the researcher could provide an alternative way for the teaching and learning process in speaking English. An Instructional Design called DIYVLOG Project might help the students to be more confidence to speak English by doing several steps in it. The product has steps like drilling, self-learning/self-assessment, and they would solve the students' problems of being afraid on making mistakes or not knowing the meaning of the words, the right grammar or the right pronunciation. It is also because they would have much time to learn about it. This instructional design provides longer time for the students to learn. It also give solution to the teacher who cannot handle such many students in drilling technique with the existence of Self-Learning/Self Assessment. In this project students will be able to correct their own grammar and pronunciation. They will be able to do drilling by themselves. It is also will allow students to look at the internet more positively if they do it in a right way. Youtube provides some useful videos, such as in education and life. It is also provide the thought of creativity such as in DIY videos. This will help students and teacher to open their mind that studying English from their gadgets are not only from online games. About using the formal and informal language, it is actually easier to learn another language by its native speaker or say someone who is already an expert to it. Youtube provides both of them, in some videos, there will be someone talking in a formal way, others in informal one. Therefore, by using this Instructional Design, the students would be encouraged to speak English more.

Discussion

The researcher designed DIYVLOG Project because of the teaching and learning problems in eleventh grade of SMA Negeri 2 Pontianak. The problem included the teacher who cannot handle a large class in order to give better experience for the students in learning English especially speaking. It also caused the lack of practice of each student that made them afraid to speak English. Some of them faced such problems in pronunciation, word translation, and word order. Based on those problems, the researcher conducted a research and designed an alternative way in teaching and learning speaking skill that could help not only the teachers in teaching process but also the students, in order to encourage them to speak English more in and out of the classroom.

In designing the Instructional Design, the researcher needed to be able to prepare a set of functional specifications for closing the performance gap due to a lack of knowledge and skills. It was to verify the desired performances from the students and the teacher (Branch, 2009, p. 60). In order to do that, the researcher conducted a task inventory and composed the performance objective. According to Branch (2009, p. 62) a Task Inventory logically organizes the content so that the students can construct the knowledge and skills necessary to achieve the instructional goals. The term inventory refers to the performance tasks required by the student to achieve an instructional goal. In this phase the researcher used the conclusion of the analysis to conduct the activities that would allow the students to construct knowledge and skills. Below is the diagram of the Task Inventory

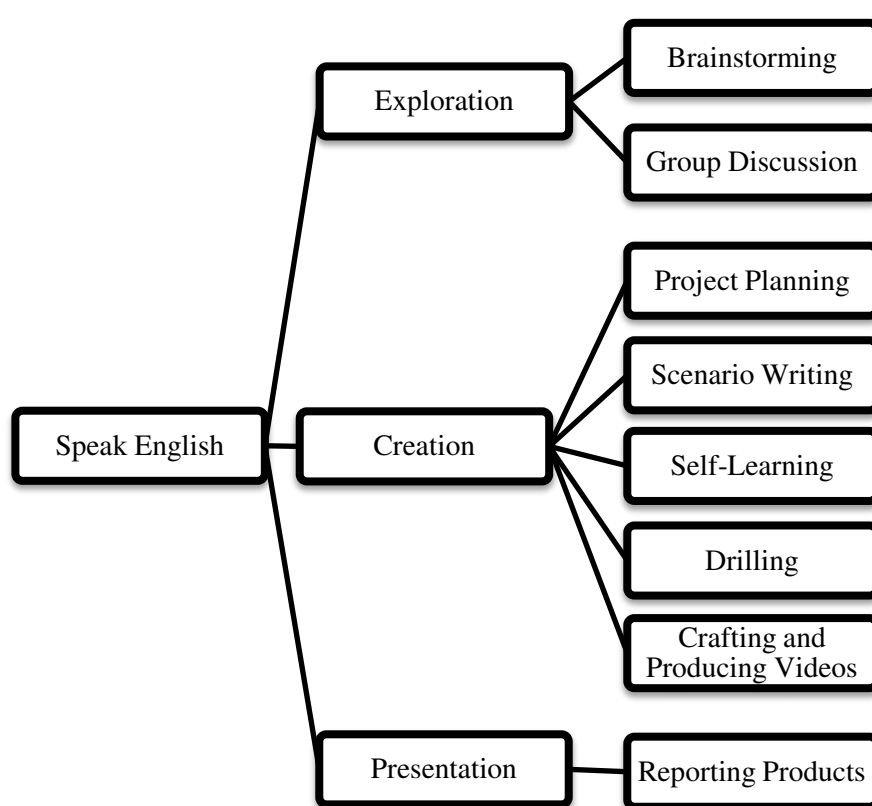


Fig.1 Task inventory

After conducting a Task Inventory, the researcher composed the performance objectives. There are three components of performance objectives which are Performance, Condition, and Criteria. All the components actually have the same goal, which is to allow students to speak English. In the performance part, students required to be able to use English, produce videos, and create a handcraft. The condition part has an objective where the students use English in most of the activities/tasks in the task inventory. While in criteria part, students are required to speak English without any hesitation or fear of making mistakes.

Based on the task inventory and the performance objective, below is the model of the product of this research,

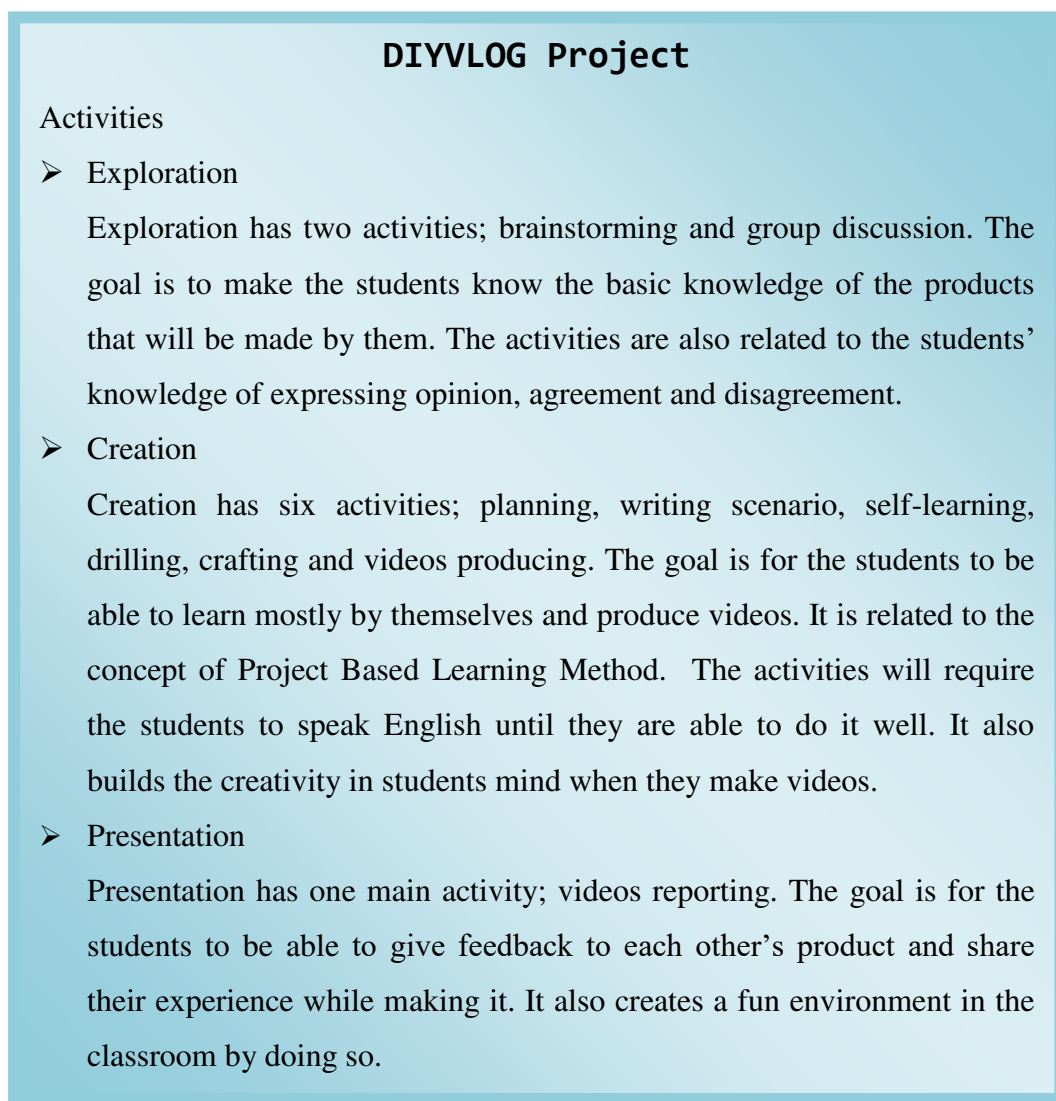


Fig 2. The model of the product

The researcher used development research as the method with three phases; analyzing, designing and developing. In analyzing phase the researcher found the problems of the teaching and learning process. Then, in designing phase, the researcher designed a draft of the activities that would give solution to the problems. After that, the researcher developed the activities based on the draft in the previous phase.

The detailed information about the model of DIYVLOG Project was included in the module that was produced by the researcher after developing several activities in it. The module has thirteen pages in total. It includes pictures, activities, and explanations of them. This module was designed with a B5 paper.

The background on each pages are the same with blue as the dominant color. The color of the font is black, which is the basic and appropriate color for the paper so the reader will be able to read easily. There were three main activities in the module which called Exploration, Creation and Presentation.

1. Exploration

In Exploration, there are two activities involved. There are *Brainstorming* and *Group Discussion*. This step requires the teacher and the students to do the activities. At first, the teacher shows the picture of Youtube logo (optional) and asks the students what they know about Youtube. In this case the students will probably use their knowledge about expressing opinion, agreement and disagreement. Then, the teacher tells the students that they are going to watch a video. The teacher then shows two examples of video, DIY and Vlog. After that, the teacher explains a few things about the videos and what the students are expected to do later. After the explanation, the teacher tells the students that they are going to have a project which includes making videos.

There are pictures in the module which are the screenshots of videos. The screenshots are an example which can be related to productive text and also recount, narrative, expressing opinion and many more. The examples of screenshot are the one that will be made by the students. The students will recall the knowledge that they already have and also digging more information about the one they have not known. The teacher will explain more about the types of text and expressions that the student s will be used for the videos.

The next step of Exploration is the teacher asks the students to form a group, and asks them to discuss more about the planning of making videos. The students are allowed to browse the topics related to the project from their gadget, such as how to make a video; so they could know more about the product that they are going to make from the project. The use of gadget is expected to make the classroom more enjoyable. In this group discussion, the students are required to use English based on their prior knowledge of vocabulary or expressions. They can ask each other about what they have in mind for the project. At the end of the discussion, teacher asks a few students to tell their ideas for the video. It is not necessarily fixed idea, but at least the teacher makes sure that the students get the idea of what they will make. If they do not get the idea, the teacher should explain more about the project. Last thing in this step is, the teacher gives detail of the project and asks the students if they have questions about it or not.

2. Creation

In Creation, there are various activities including Planning, Writing Scenario, Self Learning, Drilling, Crafting, and Making Videos. This step only needs the students as the participant for those activities to be done. The teacher only becomes a facilitator and monitor. This step is the main step of applying the Project Based Learning Method. The students are learning from their own experience during the project that the teacher gave them.

Planning requires the students to know more about the product (videos) they will make. The students need to plan the content for the video that might

interest them. *Writing Scenario* requires the student to write a few things for their DIY video and Vlog so that everything is organized. After the students know the content for the video, they list it systematically. This activity is not to memorize every words for the video but only a few points. This is important to make them easier in producing videos. Scenario here is not necessarily the whole monologues but only the main part.

Self Learning means the students learn by themselves, whether it is for the correct pronunciation, grammar, word order, etc. Many sources in the internet will help them to learn especially in Youtube. Their products of the project are videos and handcraft. In the video they are learning some expressions, such as greetings, giving opinion, or retelling stories. Those materials can be found from the internet. When they learn, they need to practice more and more in order to get better, and this is called *Drilling*. In this project, Drilling happened in Self Learning and also in the process of making videos

Crafting here means the students make a new thing or redecorating something by themselves; for example, glitter phone case, phone holder, notebook, etc. Students will find many example in the internet under the keyword “DIY”. Making videos requires phone, or digital camera, and editing software. In this step students *produce a video* of DIY and Vlog. As for DIY video, it include the Crafting steps, so the students make a new thing while recording the videos. In DIY video students use expressions that is used in Procedure Text. In the Vlog, it includes expressions like greetings, giving opinion, or retelling stories.

3. Presentation

In Presentation, students *report their products* in front of the classroom. They tell their friends about the videos that they make and show the handcrafts that they produce from the project. The other students give feedback or comment about it. On the other hand, The videos that the students already made are submitted to the teachers. The teacher might choose several videos that they think are good to be watched in the next meeting of the lesson. Another option would be, the students upload their videos on Youtube and tell their friends if they want to see them.

Validation

The additional phase of this research was validation. It showed which category was suitable for the product that was already made by the researcher. This phase was done by an expert, who is a lecturer in English Department of Teacher Training and Education Faculty of Tanjungpura University and also the Doctorate student of Leicester University. The instrument in this evaluation was assessment rubric that consisted of some criteria based on some theories and criteria.

The assessment rubric was constructed of three criteria/standards which consisted of Instructional Design, Project Based Learning, and Speaking activities. There were 25 criteria which were filled by the experts. The result of expert evaluation can be seen below:

Table 1. The Result of Expert Validation

No	Criteria	Score	Item	Mean	Max Score	Category
1	Instructional Design	26	10	2.60	4	Fair
2	Project Based Learning	21	9	2.33	4	Fair
3	Speaking Activities	13	6	2.17	4	Fair
Total		60	25	2.37	4	Fair

Based on the result of expert validation, the mean of the instructional design was 2.60 which was categorized fair. The mean of Project based Learning was 2.33 which was categorized fair. The mean of speaking activities was 2.37 which was categorized fair. So the total mean of DIYVLOG Project was 2.37 which was categorized fair, that means DIYVLOG Project can be used in teaching and learning speaking skill to encourage the eleventh grade students of SMA Negeri 2 Pontianak to speak English, but it still needs revision on several activities included.

The researcher used development research as the method with three phases; analyzing, designing and developing. In analyzing phase the researcher found the problems of the teaching and learning process. Then, in designing phase, the researcher designed a draft of the activities that would give solution to the problems. After that, the researcher developed the activities based on the draft in the previous phase.

In conclusion, based on the overall criteria which were assessed on DIYVLOG Project, it showed that, it was fair with score of 2.37. It means that DIYVLOG Project could be used in teaching and learning speaking skill to encourage the eleventh grade students of SMA Negeri 2 Pontianak to speak English, but it still needs revision on several activities included.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the result of research findings and discussion, it can be concluded that DIYVLOG Project can be used for teacher in teaching and learning speaking skill. It provides the eleventh grade students to speak English about daily activities and how to create something without afraid of making mistakes in pronunciation, meaning, and word order. It needs some revision on several parts of the activities included in the project. The researcher found that the students needed activities which could overcome their fears and encourage them to speak English. The teacher also needed a strategy which could help them to give equal knowledge to the students which such limited time of teaching. The students had difficulties on understanding the meaning of words while construction a sentence. They also had difficulties on the word order and

pronunciation. Another thing was the teacher who could not manage the large classroom with such limited time and was required to give equal knowledge to the students. Based on those problems, the researcher got the standard of teaching and learning speaking skill that the students needed and designed DIYVLOG Project to encourage the students to speak English.

Suggestions

After the entire steps in this research were done, the researcher proposes some suggestions relates to this research. In order to encourage the students to speak English without afraid on making mistakes in pronunciation, word order and meaning, the teacher is required to choose such activities which allow the students to have real speaking experiences based on their needs and level and also allow them to develop their speaking skill. Further research is necessary for this research because this research was done without implementation phase. The reseacher hopes that the result of this study can give information and starting point to conduct further research especially for implementing this product. The researcher also hopes this research can be used as one of the references to make another creative instructional design that can help students learn English in a more fun way.

REFERENCES

- Branch, R. M. (2009). *Instructional Design: The ADDIE Approach*. New York: Springer.
- Broughton, G. (2003). *Teaching English as a Foreign Language*. New York: Routledge.
- Davis, V. (2014, February 27). *George Lucas Educational Foundation*. Retrieved April 21, 2016, from Edutopia: <http://www.edutopia.org/blog/guidebook-social-media-in-classroom-vicki-davis>
- Nunan, D. (2003). *Practical English Language Teaching*. McGraw-Hill Education.
- Pun, M. (2013). The Use Of Multimedia Technology In English Language Teaching: A Global Perspective. *Crossing the Border: International Journal of Interdisciplinary Studies* , 29-30.